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Information

Legislative Committee of the Whole

Items of Interest to the Commission

AGENDA INSERT

Executive Summary: Staff will present an update on items of interest to the Commission.

Recommended Action: None—Information

Presenters: Linda G. Bond, Director, Office of Governmental Relations

Chaptered Bills

AB 2913 (Salinas)

Chapter 169 Statutes of 2004

AB 2913 extends the sunset date for SB 395 English Learner Teacher Training Programs from January 1, 2005 to January 1, 2008. A Commission report to the Legislature, is due December 4, 2007. The report must include the following:

- The status of the 45-hour and the 90-hour English Learner Teacher Training Programs.
- The strengths and weaknesses of the process and programs.
- A summary of the Commission's review of programs "in relation to the guidelines and standards" established for SB 395.

All other provisions of SB 395 remain the same including the issuance of "Certificates of Completion", and the teacher eligibility date mandating employment on or before January 1, 1999. The staff development programs approval deadline remains January 1, 2002. Because of this, it appears that no new programs will be considered.

SB 1208 (Vincent)

Chapter 55 Statutes of 2004

Existing law requires teachers to demonstrate basic skills proficiency through passage of the California Basic Educational Skills Test (CBEST) prior to student teaching, if they are seeking employment in a school, or when applying for a teaching credential. Only teachers who received their teaching credentials prior to 1983 are exempt from this requirement as long as they remain employed. If a teacher leaves the profession for longer than 39 months he/she is required to take the CBEST as a condition of reemployment.

SB 1208 exempts a retired, returning teacher from the CBEST requirement if that teacher:

- Has taught at least 15 years in a California public school;
- Has been employed as a full-time teacher at least five of those 15 years in the same school district desiring to reemploy that person or concurrently enrolls in a teacher refresher course, as specified;
- Has been a classroom teacher or administrator within the past 10 years.

SB 162 (Alarcón)

Chapter 853 Statutes of 2004

Current law declares that a substantial public benefit is served by providing federal tax credits or reduced interest rate mortgages to assist in purchasing a home to teachers, principals, vice principals, and assistant principals who are willing to serve in low-performing schools. To that

end, current law authorizes the California Debt Limit Allocation Committee to establish the Extra Credit Teacher Home Purchase Program to provide federal mortgage credit certificates and reduced interest rate loans, funded by mortgage revenue bonds, to eligible teachers, principals, vice principals, and assistant principals who agree to teach or provide administration in a low-performing school.

AB 162 authorizes the Extra Credit Teacher Home Purchase Program to additionally provide to classified employees in a high priority school federal mortgage credit certificates and reduced interest rate loans funded by mortgage revenue bonds. The measure requires priority for assistance to be given to eligible teachers, principals, vice principals, and assistant principals.

Pending Legislation

AB 164 (Wolk and Wyland)

Current Location: Senate Appropriations

AB 164 would expand the content of the current Principal Training Program, administered by the Superintendent of Public Instruction and offered by school districts, to include training in the use of pupil assessment instruments and specific ways of mastering the use of assessment data from the Standardized Testing and Reporting Program. Additionally, the measure would require the Superintendent to award incentive funding to provide school site administrators with instruction and training in the use of instructional-embedded assessment data and would extend the program to include high school administrators.

Of particular interest to the Commission, AB 164 maintains the Commission's authority to approve Principal Training Programs as a route for obtaining a Professional Clear Administrative Services Credential. The measure extends by five years the sunset date of the Principal Training Program to become inoperative on July 1, 2011 and repealed as of January 1, 2012. AB 164 also extends the sunset date of the Mathematics and Reading Professional Development Program and declares Legislative intent that the State Department of Education develop and support a statewide career and technical student organization for young people with an interest in teaching as a career.

AB 816 (Reyes)

Current Location: Senate Floor

Current law establishes a consolidated application process for funds provided under specified state and federal categorical programs and requires the Superintendent of Public Instruction to establish the content, process, and frequency for conducting reviews of district achievement related to those categorical programs.

AB 816 would expand the list of categorical programs covered by those provisions to include other federal and state funded programs, as deemed necessary by the superintendent, that require state monitoring for compliance with program requirements. The measure states the intent of the Legislature that the Superintendent begin replacing the coordinated compliance review of categorical programs with a data-driven, results-based monitoring process, and would authorize the Superintendent to conduct a pilot program of the monitoring process during the 2004-05 fiscal year.

Commission staff requested a technical amendment to clarify that the programs and review procedures be limited to those "that the Superintendent of Public Instruction is required by law to monitor for compliance with program requirements..." The technical amendment was approved by the California Department of Education, the sponsor of this measure. The Legislative Counsel is currently drafting the amendment.

AB 2210 (Liu)

Current Location: Assembly Concurrence

AB 2210 is a clean-up measure to clarify sections of SB 2042 (Alpert and Mazzoni, Chapter 548, Statutes of 1998), the teacher preparation reform measure on which the Commission's new multiple and single subject teaching credential program standards and credential structure are based. Included in AB 2210 is the clarification that completion of a Commission-approved beginning teacher induction program to earn a professional clear credential is the preference when such programs are available to the candidate. The measure clarifies that availability is determined by the local education agency. When a local education agency verifies that a program is not available or when a candidate must complete subject matter coursework to comply with the federal No Child Left Behind Act, AB 2210 clarifies that the candidate may complete a Commission-approved fifth year program to earn the professional clear credential. Additionally, AB 2210 clarifies that a candidate has fulfilled the induction program requirement if the candidate earned a preliminary teaching credential by completing an accredited internship program that includes a Commission-approved induction component. The measure would require the Commission to approve regulations for the implementation of this section. AB 2210 is an urgency bill intended to go into effect immediately upon being signed by the Governor and chaptered by the Secretary of State.

AB 2286 (Mountjoy)

Current Location: Senate Floor

AB 2286 was previously a measure concerning schools and psychotropic drugs. It was "gutted and amended" to add internship programs for the Education Specialist: Mild/Moderate Credential as an early completion route option. The Commission would need to adopt an existing exam in mild/moderate disabilities in addition to requiring candidates to complete all of the requirements listed below for the current early completion route for multiple and single subject credentials. Programs would meet the performance requirement for the early internship completion option through the use of the currently approved field work assessment component.

Current Requirements for MS and SS Early Completion Programs:

- . Education Code Section 44468 states that interns who choose this option must meet:
 - All program entrance criteria (such as subject matter competence and CBEST passage);
 - pass a written teaching foundations assessment adopted by the Commission;
 - pass a teaching performance assessment. (Pending implementation of the Teaching Performance Assessment, programs may meet the performance requirement for the early internship completion option through the use of the currently approved field work assessment component.);
 - multiple subject teaching credential candidates must pass the Reading Instruction Competency Assessment; (RICA is also a requirement for special education credentials), and
 - all candidates must meet teacher fitness requirements.

Education Code Section 44468 (b) specifies that the individual must first pass the written teaching foundations assessment before entering the performance component of the internship and is eligible to receive individualized support with members of their cohort group. Interns who successfully complete the early completion internship route may be recommended for a five-year preliminary credential.

Commission staff has requested a technical amendment concerning conflicting language in one section of the bill.

SB 1316 (Alpert)

Current Location: Assembly Appropriations Committee 8/11/04

AB 1858 (Steinberg)

Current Location: Senate Appropriations Committee Suspense File

Both SB 1316 and AB 1858 concern foster care group homes and non-public schools certified and monitored by the California Department of Education to serve students through a contract with public school districts, county offices of education, or special education local plan areas. The focus of the measures is on accountability and disaggregated data for non-public schools in the API and the school certification requirements and process. While neither bill directly affects the operations of the Commission, the Commission may be interested to know that both measures would require teacher assignment practices to be equivalent to those in the public schools.